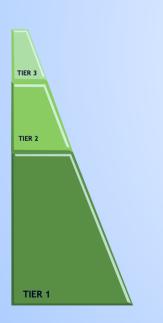
Response to Intervention Framework in Primary Grade Reading

Response to Intervention (RtI) is a framework for supporting students who are potentially at risk and assisting them before they fall behind. RtI is grounded in high quality core classroom instruction for all students which is then supplemented as necessary by progressively more intensive interventions for students who may struggle with reading or mathematics. Key components of RtI are periodic universal screening to determine which students may need additional instruction and ongoing progress monitoring to ascertain the effectiveness of additional instruction. The RtI framework represents a continuum and is often depicted as a triangle with three tiers of progressive intensity.

TIER 3: INTENSIVE SUPPORT



Tier 2: Interventions Small group, more intense Instruction focused on specific skills





Tier 3: Intensive Support Most intense, often one-to-one



Tier 1: Core Instruction All students

All Students

Universal Screening

- -Create Rtl team to implement screening
- -Select measures based on: reliability, efficiency, validity
- -Screen all students
- -Use benchmarks to set cut-points

All Tiers

Progress Monitoring and Differentiation

- Use screening data to differentiate in Tier 1 and progress monitoring data to differentiate in Tiers 2 and 3
- -Differentiate by varying time, content, and support-Provide training on data collection and
- interpretation
- -Establish decision rules for using data

Tiers 2 & 3 Systematic Skill Instruction

- -Provide small group instruction at Tier 2
- -Focus on a few skills in daily sessions at Tier 3
- Use an intervention curriculum based on foundational reading skills
- Intense instruction features: modeling, scaffolding, thinkalouds, practice, and corrective feedback

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